

Table of Contents

Title 28 EDUCATION

Part CXVII. Bulletin 120—Adult Education Data Quality and Procedures

Chapter 1.	General Provisions.....	1
Chapter 3.	Assessment and Student Placement.....	1
Chapter 5.	Adult Education Core Measures.....	2
Chapter 7.	Data Reporting.....	3
Index	5

Title 28

EDUCATION

Part CXVII. Bulletin 120—Adult Education Data Quality and Procedures

Chapter 1. General Provisions

§101. Introduction

A. The Louisiana Department of Education, Division of Family, Career and Technical Education developed *Bulletin 120—Adult Education Data Quality and Procedures* to assist local adult education programs in meeting the reporting requirements of the National Reporting System (NRS) for Adult Education. This bulletin is designed to:

1. assist local adult education programs with the processes of gathering student data;
2. inputting data into the LiteracyPro system;
3. reporting data on program performance; and
4. reviewing data to plan for and facilitate program improvement.

B. This Part CXVII is applicable to all local adult and family literacy programs which are funded through the Louisiana Department of Education. This Part CXVII is in compliance with NRS requirements, which is the official accountability system for federally funded adult education programs. NRS reporting components include:

1. student assessment measures;
2. data collection methodologies;
3. reporting forms; and
4. program procedures.

C. The Louisiana Department of Education, Division of Family, Career and Technical Education and the National Reporting System for Adult Education are committed to assisting local adult education programs in improving the quality and utility of program data. Questions regarding this bulletin or this Part CXVII should be directed to the Louisiana Department of Education, Division of Family, Career and Technical Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005).

Chapter 3. Assessment and Student Placement

§301. Standardized Assessments

A. NRS policies require local adult education programs to assess and place students at an educational functioning level (EFL) upon intake and at least one other time during the program year. Standardized assessments used to place

students or demonstrate educational growth must be both valid and normed for adult students. The initial assessments are to be administered at intake or within a short period thereafter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005).

§303. Approved Assessments

A. The Louisiana Department of Education has approved certain assessments, which are aligned with educational functioning levels within NRS to measure student level and growth. Only assessments on this list may be used to determine student placement upon intake or demonstrate educational growth: No other assessments are to be used by local programs for placement purposes or to demonstrate educational growth at an educational functioning level.

B. Assessments for Adult Basic Education and Adult Secondary Students:

1. Test of Adult Basic Education (TABE);
2. Adult Measure of Essential Skills (AMES);
3. Comprehensive Adult Student Assessment System (CASAS);
4. WorkKeys (to be used at the Adult Secondary Education educational functioning levels only).

C. Assessments for English-as-a-Second Language Students:

1. Basic English Skills Test (BEST) and BEST Plus;
2. Comprehensive Adult Student Assessment System (CASAS);
3. Student Performance Levels (SPL).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3066 (December 2005).

§305. Placement in an Educational Functioning Level

A. Upon administration of an approved assessment, local programs are to place students at an educational functioning level. Charts developed from the *NRS Implementation Guidelines* are used for determining the appropriate EFL for a student. These charts are included in the instructor manual pertaining to this Part CXVII.

B. A student may be assigned to an EFL based upon the descriptors on the charts in the instructor manual pertaining

to this Part CXVII, but growth can only be shown through the administration of an approved pre-test and post-test or by passing the GED test. A student who passes the GED may be given credit for completing the High Adult Secondary (ASE) level. This is the only method to show completion of this level.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

§307. Follow-up Assessments

A. NRS reporting policies state that programs use a different form of the same test for the follow-up (post-test) assessment for a student. Both the pre-test and post-test shall be administered and scored according to the test directions provided by the publisher. Post-tests shall be administered after the student has:

1. attended for 50 hours; or
2. been enrolled for 90 days; or
3. has completed an Individualized Prescription of Instruction (IPI) for the area being used for NRS reporting purposes. The subject area (math, reading or language) being used for NRS reporting purposes is the lowest score from the pre-test.

B. The department's goal for the percentage of students tested is 40 percent.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

§309. Special Populations

A. Assessments for special populations are administered with appropriate accommodations as specified by the publisher of the approved assessment. Accommodations for the administration of assessments shall be based on copies of the student's IEP or 504 plan. Placement at an EFL level for special populations may be by the descriptors for each level.

B. Accommodations for approved assessments will likely differ from accommodations for the GED test. There are two types of disabilities, learning and physical, which are applicable to students registered for the GED test. Disabilities must be documented on an appropriate form, which are available from a GED chief examiner. Although a student may receive accommodations for assessments for placement or to measure growth by a local program, this does not guarantee or imply that the same accommodations will be appropriate or provided for the GED test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

Chapter 5. Adult Education Core Measures

§501. NRS Core and Secondary Measures

A. NRS measures include both core measures and secondary measures. NRS core measures apply to all adult education students. There are three types of core measures:

1. outcome measures, which include:
 - a. educational gain;
 - b. entered employment;
 - c. retained employment;
 - d. receipt of secondary school diploma or GED; and
 - e. placement in postsecondary education or training;
2. descriptive measures, including:
 - a. student demographics;
 - b. reasons for attending and student status; and
3. participation measures of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

B. NRS secondary measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult education programs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

§503. Reporting Core Measures

A. NRS policies mandate that all local adult education programs must report core measures. Educational gains are calculated on all learners in the program year, July 1–June 30. Core measures which must be reported include:

1. Educational Gains that are in relation to the student's EFL in reading, writing, speaking and listening, and functional areas. This measure applies to all students;
2. *Entered Employment*—students who obtain a job by the end of the first quarter after exit quarter. This measure applies to students who have set this as a goal*;
3. *Retained Employment*—students who remain employed in the third quarter after program exit. This measure applies to students who have set this as a goal*;
4. *Receipt of Secondary School Diploma or GED*—students who obtain a GED, secondary school diploma or recognized equivalent. This measure applies to students who have set this as a goal*;
5. *Placement in Postsecondary Education or Training*—a learner who enrolls in a postsecondary

educational or occupational skills program, building on prior services or training received. This measure applies to students who have set this as a goal.*

*Data-matching is used for these goals to measure program outcome.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3067 (December 2005).

§505. Student Goal Setting for Core Measures

A. Adult learners enter adult education programs for any number of reasons, which are reflective of the student' educational, vocational, and personals goals. The goal setting process occurs at intake and is intended to define the areas to focus instruction and learning. Student goals serve to provide a basis to measure student and program performance, and thus it is imperative that goals be both attainable and measurable.

B. NRS policies state that goals set by learners will be measured at the end of the program year and that goals must be attainable within that program year. If the goal is not attainable within the year, it shall not be entered as the NRS goal but as a long-term goal of the learner. When the student's skills have improved to a level at which attainment of the goal would be feasible within the fiscal year, the long-term goal shall be entered as a goal for that year.

C. Goals will be reviewed upon reassessment of the student and updated accordingly. It is the role of the adult education instructor or coordinator to provide students with guidance on how to set and work toward meeting learning goals. Adult education instructors and coordinators will discuss with students the time frame to meet goals and discuss accessible resources for working toward the goal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005).

§507. Data Matching

A. The state of Louisiana uses data matching as the methodology to follow up on NRS core measures. The Social Security Number (SSN) of the learner will be used to match data with Louisiana Department of Labor (LDOL) employment records and other records used in developing the WIA scorecard by the Department of Labor.

B. The SSN of the individual student is used by the LDOL only to search records and is not released by LDOL to any other third party individual or agency. Data is reported in aggregate format without any individual identifiable information. Accurate Social Security Numbers are critical to the success of the data matching process. Local programs are responsible for checking enrollment forms for missing or invalid SSNs and are prohibited from "making up" a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN. A student may refuse to provide his/her SSN

to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance.

C. Upon completion of the data-matching process, LDOL provides the Department of Education with a list of students who achieved the specified outcomes and these outcomes are reported back to local programs. The data-matching process specifically tracks those students who set employment as a goal, but also matches all students in the database for the core measures. This process allows programs to know which students met their specified goal(s) and those who have achieved other outcomes while enrolled in the program. These outcomes are to be entered as an achievement in the LiteracyPro System, not as a goal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005).

Chapter 7. Data Reporting

§701. Data Accuracy and Entry

A. The following data must be entered by local programs in order to ensure that the National Reporting System provides valid and accurate data. Data entry errors, which go uncorrected, often do not reflect the progress of the student or the program, and often affect funding for local programs. Timely review of data assists in ensuring its accuracy and adherence to programmatic guidelines. The following represents Louisiana Department of Education data collection and entry policies as well as common data entry errors.

Data	Entry Guidelines
Social Security Number	<ol style="list-style-type: none"> 1. Enter the learner's real Social Security Number. 2. Enter the alien identification number if ESL students do not have a Social Security Number.
Contact Information	<ol style="list-style-type: none"> 1. Enter as many phone numbers that are available for the student (e.g., home, work, etc.). 2. Enter a complete mailing address including a number, street, apartment (if applicable), town and zip code. 3. Use the learner's parish of residence (not where the program is located).
Enrollment Status	<ol style="list-style-type: none"> 1. Enter the learner's status: enrolled, active, or left. *A learner shall be separated and his/her status changed to left after nonattendance for 90 days according to NRS policies.
Attendance	<ol style="list-style-type: none"> 1. Attendance must be recorded daily on sign-in sheets. It is recommended that attendance be entered on a weekly basis. *Attendance hours are counted for instruction or instructional activities. Instructional activities include classroom instruction, assessment, tutoring or participation in a learning lab. Virtual or on-line attendance hours may be recorded only if the center can provide authentic documentation of the hours of instruction.
Test Scores	<ol style="list-style-type: none"> 1. Enter test results (pre-test or post-test) upon completion of approved assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005).

§703. Quarterly Reporting

A. The Louisiana Department of Education, Division of Family, Career and Technical Education requires that local programs submit data for each quarter during a program year. City or parish supervisors or program directors are responsible for timely submission of local program data and ensuring its accuracy. Department of Education staff will review data for errors and contact supervisors or program directors to discuss needed corrections to local program data. Local program data is reported quarterly on the twenty-sixth day of January, April, July, and October.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3068 (December 2005).

§705. LiteracyPro Data System

A. The Louisiana Department of Education mandates that adult education programs, which it funds, must use the LiteracyPro System, Inc.—Adult Education Data System. Local programs are responsible for covering the costs of implementing and maintaining the LiteracyPro System with a portion of their local grant funds. Staff from the Louisiana Department of Education and staff from LiteracyPro are committed to improving data quality by providing professional development workshops each year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3069 (December 2005).

§707. Resolving Data Analysis Problems and Deviations

A. Upon receipt of data submitted by local programs, the Louisiana Department of Education, Division of Family,

Career and Technical Education staff review program data quarterly for errors. It is the responsibility of the local program supervisor or director to conduct the initial review of the data, using the diagnostic features of the LiteracyPro System and other instructions provided by department staff. The initial review of data shall be conducted prior to the quarterly submission of data to the Louisiana Department of Education.

B. Upon receipt of local program data, department staff shall run the diagnostic features of the Literacy Pro System to search again for common and obvious data errors, such as invalid attendance dates, birthdates, and/or Social Security Numbers. Staff further reviews data using other searches to determine if additional data analysis problems and deviations exist. Department staff shall send a report to local program supervisors or directors detailing any data analysis problems or deviations. It is the responsibility of local program supervisors and directors to correct any data analysis problems or deviations within two weeks of notification of such problems by department staff.

C. Data analysis problems or deviations must be corrected to accurately reflect student progress, evaluate program success and determine future funding. Local program supervisors or directors must sign the data extract each quarter upon submission and acceptance of data by department staff. The signed program extract confirms that the local program supervisor or director states that the data is correct to the best of his/her knowledge, the local program has adhered to Department of Education data guidelines, and data has been reviewed for errors prior to quarterly submission. The data reflected in the signed extract is used to determine subsequent year funding and serves as the record of program performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:14.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, Adult Education Services, LR 31:3069 (December 2005).

Title 28
EDUCATION
Index

Approved Assessments, 1	Placement in an Educational Functioning Level, 2
Data	Quarterly Reporting, 4
Accuracy and Entry, 3	Reporting Core Measures, 2
Matching, 3	Resolving Data Analysis Problems and Deviations, 4
Follow-up Assessments, 2	Special Populations, 2
Introduction, 1	Standardized Assessments, 1
LiteracyPro Data System, 4	Student Goal Setting for Core Measures, 3
NRS Core and Secondary Measures, 2	